

Stage 5 Scope Odd Years – Years 9 & 10 – Term 1

Concept	Duration
Belonging (Family, house and home)	1 Term – 10 weeks

Unit overview

Students with prior learning and/or experience

Students research family life for young [Language] speakers in Australia and [country/countries]. They make comparisons, then respond to their findings by giving an oral presentation to the class on the advantages and disadvantages of family life for young [Language] speakers in Australia.

Students with a background in [Language]

Students interview [Language] speakers in the community (or family members) about their experiences as [Language] Australians. They discuss experiences and issues raised, including their own point of view, in an oral presentation to the class.

Learning intentions

By the end of this unit students will be able to:

- collect, interpret and evaluate information, ideas and opinions from a range of sources
- respond by presenting their own point of view to persuade an audience of peers
- communicate ideas and opinions in sustained oral presentations and interactions
- apply complex language structures to compose accurate informative, persuasive and reflective texts in [Language]
- analyse a range of texts in [Language], identifying and explaining cultural values in texts and the way in which they reflect the interrelationship between language, culture and identity.

Success criteria

Evidence of successful learning will include:

- developing a cohesive summary and interpretation of information and ideas relating to the concept
- creating and presenting a personal point of view in response to information and ideas gathered
- communicating ideas and opinions effectively, using accurate pronunciation and intonation and appropriate body language
- applying complex language structures and vocabulary to compose informative and persuasive texts
- providing examples of how ways of communicating, thinking and behaving reflect the interrelationship between language, culture and identity.

Outcomes (Focus outcomes in Bold)	Resources
<p>LXX5-1C manipulates [Language] in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</p> <p>LXX5-2C identifies and interprets information in a range of texts</p> <p>LXX5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</p> <p>LXX5-4C experiments with linguistic patterns and structures to compose texts in [Language], using a range of formats for a variety of contexts, purposes and audiences</p> <p>LXX5-5U demonstrates how [Language] pronunciation and intonation are used to convey meaning</p> <p>LXX5-6U (scripted) demonstrates understanding of how [Language] writing conventions are used to convey meaning</p> <p>LXX5-6U analyses the function of complex [Language] grammatical structures to extend meaning [7U for scripted languages] (7U scripted)</p> <p>LXX5-7U analyses linguistic, structural and cultural features in a range of texts (8U scripted)</p> <p>LXX5-8U explains and reflects on the interrelationship between language, culture and identity (9U scripted)</p>	<p>YouTube clips (if available) related to the concept of belonging</p> <p>Websites, research articles and informative texts relating to the concept, both authentic and constructed for learning</p> <p>Online vocabulary quizzes</p> <p>Teacher prepared comprehension texts, questionnaires, worksheets and exercises</p> <p>Online class blog/forum</p> <p>Flashcards, pictures and posters</p> <p>Interactive whiteboard (IWB) activities</p> <p>Templates for graphic organisers, eg Placemat Protocol</p>

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
<p>Content for students with prior learning and/or experience</p> <ul style="list-style-type: none"> initiate and sustain interactions with peers and adults to share information, feelings, opinions, ideas and points of view LXX5-1C participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems LXX5-1C obtain, interpret and evaluate information, ideas and opinions from a range of texts LXX5-2C respond in English or [Language] to information, ideas and opinions, using different formats for specific contexts, purposes and audiences LXX5-3C apply intonation and phrasing patterns in both formal and informal speech LXX5-5U specific content for scripted language LXX5-6U understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations, and other complex grammatical structures LXX5-7U (or 6U) 	<p>Introduction</p> <ul style="list-style-type: none"> Teacher and students view and/or listen to interviews with [Language] speakers in the community about their experiences living in Australia Teacher and students brainstorm and create a summary of the experiences and opinions of the interviewees, noting differing opinions and ideas and possible reasons for these Students view and/or listen to the interviews again, with pauses to allow responses to comprehension questions about main ideas and supporting detail Teacher and students discuss the concept of belonging for [Language] speakers living in Australia, and record their thoughts and ideas using Placemat Protocol Teacher provides vocabulary, grammar and sentence structures relevant to the unit, including [specific [Language] vocabulary and grammatical structures and script if relevant]. <p>Students:</p> <ul style="list-style-type: none"> practise new vocabulary, using correct pronunciation, rhythm and intonation build knowledge of new vocabulary using flashcards, quizlet, Kahoot practise writing new vocabulary in short texts, applying their knowledge of writing conventions (for scripted languages) consolidate new grammatical structures (and script, if relevant), using worksheets, spoken and written exercises, cloze activities and group activities, such as creating a bilingual bank of new vocabulary and sentence structures as a class resource practise the use of complex verb tenses, compound and complex sentence structures and parts of speech to express ideas and opinions and argue a point of view, such as <p>Students:</p> <ul style="list-style-type: none"> research and collate information on aspects of family life for young [Language] speakers in Australia and [country/countries] synthesise information to make comparisons and discuss views on advantages and disadvantages of living in the different [Language]-speaking contexts in groups, record their findings in a digital table or digital poster with captions, to be posted on the class website

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
<ul style="list-style-type: none"> research the phenomenon of language change in [Language]-speaking communities, analysing and comparing language use of previous generations with contemporary use LXX5-7U (or 6U) understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts LXX5-8U (or 7U) analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes LXX5-9U (or 8U) analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs LXX5-9U (or 8U) reflect on how their own cultural identity both influences and is shaped by ways of communicating, thinking and behaving LXX5-9U (or 8U) 	<ul style="list-style-type: none"> consider and discuss the extent of their [Language] language use when interacting with their family at home and socially discuss levels of formality in language use when speaking with different members of their family, and how this reflects concepts such as respect, tradition identify English words and expressions that have been incorporated into daily use at home, and consider how this has occurred, eg TV, interactions with non-[Language] speakers explore and reflect on their own experiences of living in the Australian context, including influences and effects on family routines and traditions discuss ways in which their own identity influences the different roles they play in life, eg as a family member, friend, student at secondary school, member of a sports team, member of the local community. <p>Teacher and students:</p> <ul style="list-style-type: none"> discuss how to structure an oral presentation to give their personal position or view on advantages and disadvantages of family life for young [Language] speakers in the Australian context, including text structure, sequencing of ideas, linguistic features including use of persuasive language and gestures, and cultural elements explore and identify grammatical structures used to express ideas and opinions, eg [examples in [Language]], and complex grammatical structures used to argue a point of view, eg [examples in [Language]] collaborate to develop a bank of sentence starters, words and expressions used to link ideas, and scaffolded complex sentences to assist in composing the oral presentation consider the use of visual supports during their presentation. <p>Students:</p> <ul style="list-style-type: none"> create their draft oral presentation and submit it to the teacher or a peer for feedback amend their draft in response to teacher or peer feedback give their presentation to the class, using visual supports as necessary.

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
	<p>Students:</p> <ul style="list-style-type: none"> • identify conflicting ideas and opinions in the presentations that require further discussion and debate • as a class or in groups, participate in discussion and debate to reach a general consensus • summarise and post their conclusions in a shared blog on the class website • compose a diary entry, where they reflect on their language choices, and communicative and cultural behaviours when seeking to persuade others in [Language] and English-speaking contexts.
<p>Content for students with a background in [Language]</p> <ul style="list-style-type: none"> • initiate and sustain interactions with others to discuss ideas and points of view LXX5-1C • participate in a range of collaborative tasks, activities and experiences that involve planning, negotiation and problem solving LXX5-1C • access a variety of informative and imaginative texts to identify and analyse in written and spoken forms textual elements such as viewpoints, themes, stylistic devices, influences and values LXX5-2C • respond in [Language] to information, ideas and opinions on a range of issues from different perspectives, using a variety of formats for specific contexts, purposes and audiences LXX5-3C 	<p>Introduction</p> <ul style="list-style-type: none"> • Teacher and students view and/or listen to interviews with [Language] speakers in the community about their experiences living in Australia • Teacher and students brainstorm and create a summary of the experiences and opinions of the interviewees, noting differing opinions and ideas and possible reasons for these • Students view and/or listen to the interviews again, and analyse influences on viewpoints, eg cultural values, positive experiences and challenges, and stylistic devices used to express ideas and feelings • Teacher and students discuss the concept of belonging for [Language] speakers living in Australia, and record their thoughts and ideas using Placemat Protocol • Teacher provides vocabulary, grammar and sentence structures relevant to the unit, including [specific [Language] vocabulary and grammatical structures and script if relevant]. <p>Students:</p> <ul style="list-style-type: none"> • identify and compare variations in pronunciation of speakers from different [Language]-speaking countries or regions • build knowledge of new vocabulary using flashcards, quizlet, Kahoot • practise using new vocabulary in different contexts of interaction, experimenting with rhythm, tempo, stress, pitch and intonation • practise writing new vocabulary in texts, applying their knowledge of writing conventions (for scripted languages) • consolidate new grammatical structures to express complex ideas (and script, if relevant), using worksheets, spoken and written exercises, cloze activities and group activities such as creating a bilingual bank of new vocabulary and sentence structures as a class resource

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
<ul style="list-style-type: none"> • apply the [Language] sound system in both formal and informal speech, understanding how patterns of rhythm, tempo, stress, pitch and intonation are used to enhance the aesthetic features of texts LXX5-5U • specific content for scripted language LXX5-6U • understand and apply complex grammatical structures to enhance communication and achieve particular effects LXX5-7U (or 6U) • understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive text LXX5-8U (or 7U) • analyse how and why language use varies according to social and cultural contexts, relationships and purposes LXX5-9U (or 8U) • discuss how meanings vary according to cultural assumptions that [Language] and English speakers bring to interactions, and how mutual understanding can be achieved LXX5-9U (or 8U) 	<ul style="list-style-type: none"> • practise arguing their point of view on different topics, using complex verb tenses, compound and complex sentence structures and parts of speech, discussing how these can be used to increase the cohesion and sophistication of their arguments. <p>Students:</p> <ul style="list-style-type: none"> • develop a set of research questions to interview a cross-section of [Language] speakers in the community (or family members) about their experiences living in Australia, and how it feels to be [Language] Australians • conduct the interviews, then collate the research gathered into a digital table • analyse and evaluate experiences, ideas and opinions of the interviewees, identifying common and conflicting views, positive experiences and challenges, and comparisons with their former home life in [region/country] • consider and discuss how their own language choices, and communicative and cultural behaviours vary between [Language] and English-speaking contexts, and how these are similar or different for the people they interviewed • explore and reflect on their own experiences of living in the Australian context, including influences and effects on family routines and traditions • discuss ways in which their own identity influences the different roles they play in their daily lives in Australia, eg as a family member, friend, student at secondary school, member of a sports team, member of the local community. <p>Teacher and students:</p> <ul style="list-style-type: none"> • discuss how to structure an oral presentation to discuss experiences of [Language] Australians and issues raised, and to give their personal position or point of view, including text structure, sequencing of ideas, linguistic and stylistic features including use of persuasive language and gestures, and cultural references • explore and identify grammatical structures used to express ideas and opinions and persuade others, eg [examples in [Language]], and complex grammatical structures to enhance communication and achieve particular effects, eg [examples in [Language]] • explore how patterns of rhythm, tempo, stress, pitch and intonation can be used to enhance the impact of their ideas and opinions on the audience

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
<ul style="list-style-type: none"> reflect on their language choices, and communicative and cultural behaviours in [Language] and English-speaking contexts LXX5-9U (or 8U) 	<p>Students:</p> <ul style="list-style-type: none"> create their draft oral presentation and submit it to the teacher or a peer for feedback amend their draft in response to teacher or peer feedback give their presentation to the class. <p>Students:</p> <ul style="list-style-type: none"> identify conflicting ideas and opinions in the presentations that require further discussion and debate as a class or in groups, participate in discussion and debate to reach a general consensus summarise and post their conclusions in a shared blog on the class website compose a diary entry, where they reflect on their language choices, and communicative and cultural behaviours when seeking to persuade others in [Language] and English-speaking contexts.

Assessment / Feedback overview

Formative Assessment

Interaction in discussion forums, participation in class activities, comprehension exercises, group activities and presentations, response tasks, classifying/recording/sharing ideas and information, resubmitting a task after receiving feedback, participating in and responding to self/peer/teacher assessment

Summative Assessment

Outcomes assessed: LXX5-3C, LXX5-5U, LXX5-6U [7U for scripted languages], LXX5-8U [9U for scripted languages]

Students with prior learning and/or experience

Students have researched aspects of family life for young [Language] speakers in Australia and [country/countries]. They give an oral presentation of their personal position or view on advantages and disadvantages of family life for young [Language] speakers in the Australian context. Students will be assessed on their ability to:

- sequence ideas and opinions effectively
- make specific reference to their research findings
- communicate using correct pronunciation and intonation patterns
- apply knowledge of vocabulary and complex language structures
- include cultural ideas or elements appropriate to the context.

Students with a background in [Language]

Students have interviewed [Language] speakers in the community (or family members) about their experiences as [Language] Australians. They discuss experiences and issues raised, including their own point of view, in an oral presentation to the class. Students will be assessed on their ability to:

- structure and sequence information, ideas and opinions clearly and effectively
- draw on the experiences, ideas and opinions gathered during their research to support their argument
- use fluency of expression in [Language]
- apply knowledge of a range of complex grammatical structures and stylistic features
- include culturally appropriate references.

Feedback to be provided

Teacher feedback – written, oral and observation

Student self-assessment

Peer assessment and feedback

Evaluation

Date commenced unit:

Date completed unit:

After you have taught the unit of work, record in this section your evaluation of the unit and any variations you implemented or would choose to implement the next time you teach the unit. The evaluation process should include feedback from students, and will inform the next steps in student learning.

How did the unit 'rate' in these areas?	😊	😐	☹️	Comments/variations
• Time allocated on topic				
• Student understanding of content				
• Opportunities for student reflection on learning				
• Suitability of resources				
• Variety of teaching strategies				
• Integration of Quality Teaching strategies				
• Integration of information and communication technology (ICT)				
• Literacy and numeracy strategies used				
• Learning across the curriculum content incorporated				
• Effectiveness of assessment strategies				

Teacher's signature:

Date:

Curriculum Coordinator's signature:

Date:

Supervisor's signature:

Date: